

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

School Results

School: Fairmount School

District: Bangor School Department

Code: 1011-1156



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Grade Level Summary Report

School: Fairmount School
 District: Bangor School Department
 State: Maine
 Code: 1011-1156

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	129			250			13,323			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	129	129		240	240		13,017	13,022		100	100		96	96		98	98	
With an approved accommodation	30	30		43	41		2,712	2,731		23	23		18	17		21	21	
Current LEP Students	3	3		4	4		367	378		2	2		2	2		3	3	
With an approved accommodation	0	0		0	0		186	200		0	0		0	0		51	53	
IEP Students	24	24		35	35		2,068	2,071		19	19		15	15		16	16	
With an approved accommodation	22	22		30	30		1,705	1,703		92	92		86	86		82	82	
Students not tested in NECAP	0	0		10	10		306	301		0	0		4	4		2	2	
State Approved	0	0		10	10		248	236					100	100		81	78	
Alternate Assessment	0	0		7	7		218	211					70	70		88	89	
First Year LEP	0	0		0	0		7	0					0	0		3	0	
Withdrew After October 1	0	0		0	0		0	0					0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0					0	0		0	0	
Special Consideration	0	0		3	3		23	25					30	30		9	11	
Other	0	0		0	0		58	65					0	0		19	22	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	129	0	0	129	21	16	63	49	28	22	17	13	445	240	26	49	15	9	448	13,017	17	52	20	11	445
MATH	129	0	0	129	30	23	50	39	19	15	30	23	443	240	24	45	15	17	445	13,022	20	46	20	15	444
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Reading Results

School: Fairmount School
 District: Bangor School Department
 State: Maine
 Code: 1011-1156

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 456–480)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 440–455)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

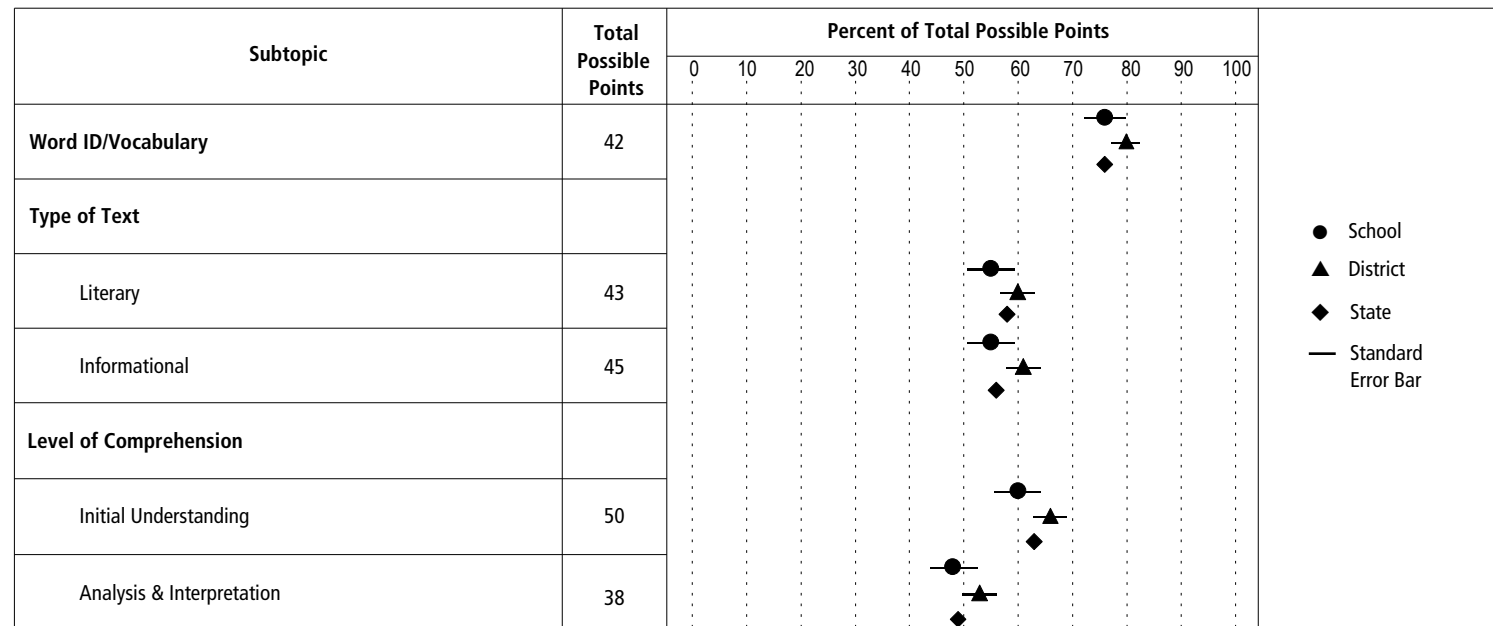
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	174	8	0	166	32	19	78	47	38	23	18	11	445
2011-12	143	3	0	140	37	26	69	49	16	11	18	13	448
2012-13	129	0	0	129	21	16	63	49	28	22	17	13	445
Cumulative Total	446	11	0	435	90	21	210	48	82	19	53	12	446
District													
2010-11	283	9	0	274	62	23	130	47	55	20	27	10	447
2011-12	282	13	0	269	79	29	136	51	33	12	21	8	450
2012-13	250	10	0	240	63	26	118	49	37	15	22	9	448
Cumulative Total	815	32	0	783	204	26	384	49	125	16	70	9	448
State													
2010-11	13,730	266	89	13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2011-12	13,407	237	67	13,103	2,417	18	6,853	52	2,509	19	1,324	10	445
2012-13	13,323	248	58	13,017	2,153	17	6,807	52	2,622	20	1,435	11	445
Cumulative Total	40,460	751	214	39,495	6,917	18	20,320	51	8,034	20	4,224	11	445





Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Disaggregated Reading Results

School: Fairmount School
 District: Bangor School Department
 State: Maine
 Code: 1011-1156

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	129	0	0	129	21	16	63	49	28	22	17	13	445	240	26	49	15	9	448	13,017	17	52	20	11	445
Gender																									
Male	66	0	0	66	4	6	31	47	17	26	14	21	440	122	14	53	20	13	444	6,715	13	51	22	14	443
Female	63	0	0	63	17	27	32	51	11	17	3	5	450	118	39	45	11	5	452	6,302	20	53	18	8	447
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	4	0	0	4										6						238	11	49	28	12	443
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										4						105	6	54	25	15	441
Asian	1	0	0	1										3						197	31	46	17	6	449
Black or African American	2	0	0	2										7						375	5	38	25	32	436
Native Hawaiian or Pacific Islander	0	0	0	0										0						17	35	41	24	0	450
White	117	0	0	117	19	16	57	49	25	21	16	14	445	217	27	49	15	10	448	11,908	17	53	20	10	445
Two or more races	2	0	0	2										3						177	15	51	21	12	444
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	3	0	0	3										4						367	7	31	30	33	435
Former LEP student - monitoring year 1	0	0	0	0										0						13	54	46	0	0	455
Former LEP student - monitoring year 2	0	0	0	0										0						17	35	35	18	12	450
All Other Students	126	0	0	126	21	17	61	48	27	21	17	13	445	236	27	49	15	9	448	12,620	17	53	20	10	445
IEP																									
Students with an IEP	24	0	0	24	0	0	7	29	8	33	9	38	431	35	3	37	23	37	433	2,068	2	24	32	42	432
All Other Students	105	0	0	105	21	20	56	53	20	19	8	8	448	205	30	51	14	4	450	10,949	19	58	18	5	447
SES																									
Economically Disadvantaged Students	84	0	0	84	10	12	38	45	21	25	15	18	442	121	17	44	24	15	444	6,493	9	49	26	16	441
All Other Students	45	0	0	45	11	24	25	56	7	16	2	4	450	119	35	55	7	3	452	6,524	24	56	15	6	449
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	129	0	0	129	21	16	63	49	28	22	17	13	445	240	26	49	15	9	448	13,009	17	52	20	11	445
Title I																									
Students Receiving Title I Services	117	0	0	117	20	17	56	48	27	23	14	12	445	164	24	48	19	9	447	3,932	8	45	30	16	441
All Other Students	12	0	0	12	1	8	7	58	1	8	3	25	442	76	30	53	8	9	449	9,085	20	55	16	9	447
504 Plan																									
Students with a 504 Plan	14	0	0	14	1	7	8	57	5	36	0	0	447	25	24	56	20	0	450	285	13	59	19	9	445
All Other Students	115	0	0	115	20	17	55	48	23	20	17	15	445	215	27	48	15	10	448	12,732	17	52	20	11	445

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Mathematics Results

School: Fairmount School
 District: Bangor School Department
 State: Maine
 Code: 1011-1156

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 455–480)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 440–454)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

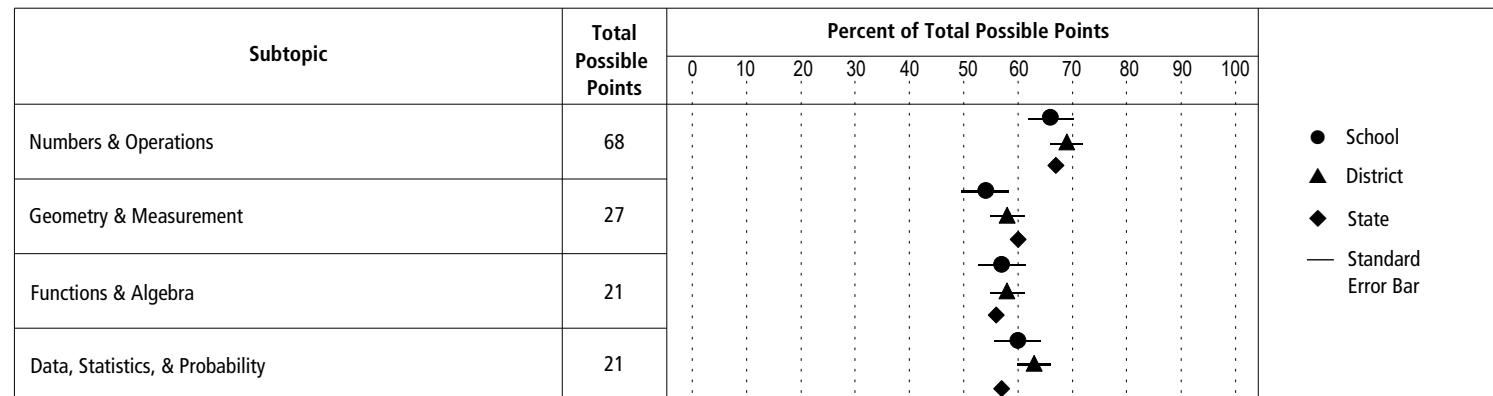
(Scaled Score 431–439)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11	174	8	0	166	43	26	65	39	33	20	25	15	445
2011-12	143	2	0	141	36	26	69	49	17	12	19	13	446
2012-13	129	0	0	129	30	23	50	39	19	15	30	23	443
Cumulative Total	446	10	0	436	109	25	184	42	69	16	74	17	445
District													
2010-11	283	9	0	274	65	24	117	43	56	20	36	13	445
2011-12	282	12	1	269	76	28	127	47	35	13	31	12	447
2012-13	250	10	0	240	57	24	108	45	35	15	40	17	445
Cumulative Total	815	31	1	783	198	25	352	45	126	16	107	14	446
State													
2010-11	13,730	220	94	13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2011-12	13,407	215	77	13,115	2,497	19	6,105	47	2,644	20	1,869	14	444
2012-13	13,323	236	65	13,022	2,541	20	5,944	46	2,639	20	1,898	15	444
Cumulative Total	40,460	671	236	39,553	7,070	18	18,090	46	8,524	22	5,869	15	444





Fall 2012 - Beginning of Grade 4 NECAP Tests

Grade 4 Students in 2012-2013

Disaggregated Mathematics Results

School: Fairmount School
 District: Bangor School Department
 State: Maine
 Code: 1011-1156

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	129	0	0	129	30	23	50	39	19	15	30	23	443	240	24	45	15	17	445	13,022	20	46	20	15	444
Gender																									
Male	66	0	0	66	12	18	26	39	9	14	19	29	441	122	22	43	14	20	444	6,722	20	45	20	15	444
Female	63	0	0	63	18	29	24	38	10	16	11	17	446	118	25	47	15	13	447	6,300	19	46	21	14	444
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	4	0	0	4										6						239	13	39	28	20	441
Not Hispanic or Latino																									
American Indian or Alaskan Native	3	0	0	3										4						105	7	46	31	16	440
Asian	1	0	0	1										3						198	30	43	15	12	448
Black or African American	2	0	0	2										7						380	4	34	25	36	435
Native Hawaiian or Pacific Islander	0	0	0	0										0						17	18	53	12	18	445
White	117	0	0	117	29	25	43	37	18	15	27	23	444	217	26	43	14	17	445	11,907	20	46	20	14	444
Two or more races	2	0	0	2										3						176	17	44	23	16	443
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	3	0	0	3										4						378	6	29	26	38	435
Former LEP student - monitoring year 1	0	0	0	0										0						13	38	62	0	0	454
Former LEP student - monitoring year 2	0	0	0	0										0						17	29	41	18	12	448
All Other Students	126	0	0	126	30	24	49	39	17	13	30	24	444	236	24	45	14	17	445	12,614	20	46	20	14	444
IEP																									
Students with an IEP	24	0	0	24	1	4	5	21	2	8	16	67	430	35	6	23	17	54	432	2,071	4	23	27	45	432
All Other Students	105	0	0	105	29	28	45	43	17	16	14	13	447	205	27	49	14	10	447	10,951	22	50	19	9	446
SES																									
Economically Disadvantaged Students	84	0	0	84	10	12	36	43	15	18	23	27	440	121	14	44	19	23	441	6,497	11	42	25	22	440
All Other Students	45	0	0	45	20	44	14	31	4	9	7	16	450	119	34	46	10	10	449	6,525	28	49	15	7	448
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	129	0	0	129	30	23	50	39	19	15	30	23	443	240	24	45	15	17	445	13,014	20	46	20	15	444
Title I																									
Students Receiving Title I Services	117	0	0	117	29	25	45	38	18	15	25	21	444	164	25	43	15	17	445	3,936	9	40	30	22	440
All Other Students	12	0	0	12	1	8	5	42	1	8	5	42	437	76	21	49	14	16	445	9,086	24	48	16	12	446
504 Plan																									
Students with a 504 Plan	14	0	0	14	3	21	4	29	4	29	3	21	443	25	20	40	24	16	444	284	13	51	23	13	443
All Other Students	115	0	0	115	27	23	46	40	15	13	27	23	443	215	24	46	13	17	445	12,738	20	46	20	15	444

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.